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ENG 1002G-602: College Composition II

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Eastern Illinois University

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Writing 1002G-602: College Composition II

Fall 2020

Colleen Abel

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Virtual office hours (via Microsoft Teams

Office: CH 3811 (remote for Fall 2020)

Mon and Tues. 930-11:00 a.m. and

Thursdays from 5 to 6 p.m.)

Course Meetings: Wednesdays 1-1:50 p.m. via D2L Collaborate

Required Texts

The Little DK Handbook, 3rd edition by Wysocki

Everything's an Argument, 8th edition w/2020 APA Update by Lunsford

Course Description

College Composition II focuses on argumentation and the critical inquiry and use of sources and arguments. Course work entails analyzing others' arguments and writing a variety of well-researched and ethically responsible arguments. Students gain further practice finding relevant information from a variety of sources and evaluating, synthesizing, and presenting that information.

Learning Outcomes

Students will demonstrate the ability to:

- Apply the principles of argument—claims, reasons, evidence, assumptions, counter-arguments, and counter-argumentation—in written documents (WCR 1-7, CT 1-6, RC-1, RC-2)
- Produce cogent written arguments that consider ideas, issues, problems, and evidence from multiple perspectives (WCR-5, WCR-6, WCR-7, CT-1, CT-2, CT-3, CT-4, CT-5, CT-6, RC-1, RC-2)

- Evaluate primary and secondary source evidence, including quantitative data, to determine its credibility, appropriateness, and relevance (WCR-5, WCR-6, WCR-7, CT- 4, CT-5, CT-6, QR-4)
- Integrate sources ethically, appropriately, and consistently in written documents (WCR-7, CT-4, RC-2)
- Use data and create graphical elements in their writing (QR-2, QR-3, QR-4, QR-5, QR-6, RC-2)
- Recognize how to transfer their writing processes, understanding of rhetorical principles, genre awareness, understanding of argumentative principles, and the research process to other writing situations (WCR 1-7)
- Present work in Edited American English

Instructional Philosophy

When you watch a sport, you are watching athletes who have practiced for much of their lives to become good at something. You might think that, since you've probably been writing since you were in first grade or so, you should be as good at it as a pro athlete is good at their sport. You might feel frustrated or disappointed if that's not the case. But what people often forget is that writing is a process. Ask yourself: do you brainstorm every time you have to write something? Do you take notes? Do you do an outline beforehand? Do you do a draft, then wait, then revise, then wait, then revise again? Athletes know the secret isn't just practice: it's breaking things down into small steps and practicing those steps. My job in this course is to be your coach, reminding you that the best writing comes from practicing the small steps, and giving yourself time to complete all the little steps in the larger process of writing.

Course Delivery Method

This course will be delivered online through our learning management system, D2L Brightspace, <http://www.eiu.edu/d2l>. I will also be using Microsoft Teams for office hours. You have an account already to Teams: it pops up when you log into your Office 365 account (i.e. when you click “panthermail” on the EIU homepage.) If you need help: Contact ITS User Services for technical support issues.

Email: support@eiu.edu

Phone: (217) 581-4357

Support Hours: 7:00 AM - 4:30 PM, Monday-Friday with your EIU NetID account or password, contact Campus Technology Support at (217) 581-4357 or support@eiu.edu.

Technology Requirements

In order to complete this course, you'll need internet access (or high speed data) to log on to our D2L course. In order to participate in live sessions, you'll need microphone access and / or camera access. To complete written assignments, you will need some kind of word processing program. You will also have one infographic due, so you'll need to create a free account with a web-based infographic maker such as Canva or Piktochart.

Instructor Response Time

For emails, please allow me up to 24 hours to respond to your message. For grades, please allow up to ten days for me to get back to you for large assignments, though it will likely take less time than this. For discussion board posts, I will grade all posts and responses the week they are completed. Please note that I read and grade all discussion board posts, responses, and exercises, though I may not necessarily respond to each one, as the discussion board is a space that is designed to be student-centered, just as our classroom would be.

Learner Participation Guidelines

When it comes to the discussion board questions, you can think of the board as replacing our traditional classroom meetings. They are attendance, participation and in-class writings all rolled into one. You can see in the grade breakdown below that they are worth the most points, and that's to reflect the fact the discussion board is our classroom for the next fifteen weeks.

Most weeks, we'll have three components to the discussion board. You'll have a longer discussion question and responses due: I'll be looking for about 200-250 words in your original post, due Wednesday evenings; the more specific, the better. The second part of the discussion board will be responses to two of your classmates. These responses should be at least 75 words, and should be more than simply saying "Good point!" or "I agree!" If you respond to their discussion question, you should be adding to what they say, not merely echoing what they say. These are due Sundays evenings.

The third component of the discussion board will be the ten-minute writing prompt. As the prompt suggests, you should only spend ten minutes on these quick responses. These are due Friday evenings.

Specific instructions will be given each week for the discussion board expectations for the week to come, but the above guidelines should give you a general sense of what to expect.

We will, however, have weekly meetings over D2L, using the Collaborate tool. These will be at 1:00 on Wednesdays, during the time the class was originally slated to meet. If you cannot meet at this time, don't worry: sessions will be recorded for you to check out later, and not attending will not hurt your grade in any way. If you cannot make this time, you should also feel free to visit my office hours. (Everyone should feel free to do this!)

Grade Breakdown

Discussion Board / Ten Minute Prompts	200 points
Essay 1: Review	100 points
Essay 2: Position	100 points
Essay 3: Synthesis	150 points
Essay 4: Translation	150 points
Essay 5: Researched Argument	200 points
Final Self-Reflection	100 points

Review: This 1-2 page essay is a chance to offer a music, film, or restaurant review on the subject of your choice. Remember that a good review describes or summarizes as well as offers your evaluation and opinion.

Position Essay: In this 2-3 page essay, you will take a position on an issue that's important to you. This is not a research paper, so the evidence that you use in this paper will be based on your personal experience, opinion, and knowledge. Therefore, you should pick a topic that is local or personal to you in some way.

Synthesis Essay: This essay will ask you to look at two different argument-based essays on the same topic and compare and contrast their views. Where do the authors agree? Where do they disagree? I will give you more detailed information on how to select your essays; the final essay is 3-4 pages long.

Translation Essay: This 3-4 page essay will take a scholarly article that you plan to use in your researched argument and "translate" it for a general audience. In essence, this is a summary of a longer, more complicated work, with an emphasis on making complex ideas clear to an audience of non-experts.

Researched Essay: You will have 6-8 pages to explore making an argument using research as support. You'll have to use at least two scholarly sources, with a minimum of

five sources total. You will also need to create an infographic to accompany your paper, which you will present to the class.

(More detailed guidelines for each paper are available on D2L!)

Final Self-Reflection: The final exam in this class will be a series of 6-8 short responses to a series of questions about your writing process over the semester.

Late work

Online classes are particularly difficult to manage when work comes in late. On major assignments and original discussion board posts, I will deduct two points for each day it is late. The following will not be accepted late: discussion board responses and portfolios.

Classroom (N)etiquette

Perhaps the most important classroom policy of all concerns our learning environment. A successful learning community is one in which we can learn from people whose perspectives we might not necessarily share and I ask everyone to be constructive and mindful. Speaking our minds is a fantastic privilege of this environment, but doing so in an aggressive or hostile way helps no one. However, if there is hostile language directed at any group because of their minority status (such as sexual orientation, religion, race, etc.), I will need to report this to university as a bias incident.

EIU Policies

- Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.
- Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for

assistance with time management, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

- If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Course Schedule

- the D2L site will have much more detailed instructions for what we are doing and when. Always consult that for the most current information. On D2L, our course is divided into modules. You can locate these modules by looking at the content browser on our homepage, or by clicking on “Content” up at the top on the navigation bar.

- Each week’s discussion board has two due dates: your original post is due by Wednesday, 11:59 p.m. and your responses are due by Friday, 11:59 p.m. unless otherwise noted.

- Papers are due by the end of the week, Friday, 11:59 p.m.

Week 1, August 24:	Introductions
Week 2, August 31:	Purpose, Audience and Context Read Chapter 1: Understanding Arguments and Reading Them Critically (3-31)
Week 3, September 8:	Logos, Ethos, and Pathos: The Tools of Argumentation Read Chapters 2-4: Argument Based on Emotion: Pathos; Argument Based on Character: Ethos; Argument Based on Facts and Reason: Logos (33-78)

Week 4, September 14:	Writing a Review Chapter 10: Evaluations (224-254) Review due: Friday, 9/18
Week 5, September 21:	Chapter 7: Structuring Arguments (135-163) Chapter 12: Proposals (286-318)
Week 6, September 28:	Chapter 5: Fallacies of Argument (79-98) Position paper due: Friday, 10/2
Week Seven, October 5:	Chapter 20: Using Sources (464-483) Read Part 4 "Engaging With and Analyzing Sources" (DK Handbook)
Week Eight, October 12*: * 10/16=no class	"I Still Don't Understand the Cultural Appropriation of Food" (615) and "The Question of Cultural Appropriation" (620)
Week Nine, October 19:	Conferences (via D2L Collaborate)
Week 10, October 26:	Chapter 17: Academic Arguments (405-437) Synthesis Essay due: 10 / 30
Week 11, November 2*: *11/3= no class	Chapter 18: Finding Evidence (438-444) "Playing with Prejudice: The Prevalence and Consequences of Racial Stereotypes in Video Games" (567-576)
Week 12, November 9:	Chapter 19: Evaluating Sources (454-463)

Chapter 21: Plagiarism and Academic Integrity (484-493)

Translation Essay due: 11/13

Week 13, November 16:

Chapter 22: Documenting Sources (494-515)

Read Chapter 8: "Documenting" (DK Handbook)

Thanksgiving Break

Week 14, November 30:

Conferences (D2L Collaborate)

Week 15, December 7:

Chapter 14: Visual Rhetoric (346-362)

Infographics presentations

Researched Argument paper due: 12 / 11

Finals are due by 11:59 p.m. on Wednesday, December 16.